

Scenario 1: Career Services in the Classroom

In a developmental composition class, the students take a field trip to the Career Services office where they all take the Strong Interest Inventory. The writing assignment that week is to write an essay narrating a day in their lives ten years from now. After the survey results have been processed a week later, the career coach comes to class and distributes each student's individual results. The career coach takes the time to explain how to read and use the results. The writing assignment is to conduct further research on two of the five suggested careers – specifically examining the education requirements for both careers, and to compare and contrast these two careers according to the student's own preference. In other words, which career is the student more excited about and why. Later that semester when students fill out their course evaluations, they mention that as a result of this assignment, they have changed academic programs, registered for courses they didn't know about before, and have a clearer understanding of why they need the courses they are taking.

Scenario 2: Mentorship Program

For students who are statistically at risk of not finishing a degree, support service staff and faculty collaborate to run a mentorship program. The program requires that these students attend a week-long orientation event before their first semester, attend bi-weekly meetings with their faculty mentor, receive monthly progress reports from each of their instructors, and participate in monthly social and service events. The week-long orientation includes picnics at local parks, daily meetings with faculty mentors, and presentations by support service staff. Each day at lunch, each small lunch table has a staff member or administrator whom the students interview. This allows students to know someone from most support offices by name. Throughout the year, the students connect to each other, a faculty mentor, and the coordinator of the mentorship program. They learn more about what the college has to offer through these interactions, and the students participate in campus life.

Scenario 3: Freshman Seminar Field Trips

Part of the requirements for the freshman seminar course is to participate in a field trip. There are multiple options. One option would be shadowing a college senior at a transfer institution finishing a degree that the current freshman is interested in, and another would be touring a construction site. These trips are set up through the case manager that serves each of the freshman seminar courses. This case manager works with community and alumni contacts to provide these opportunities. Some of the field trips require attending an on-campus presentation or interviewing someone in the student's field of interest, and some students create their own event through their own networks. Students from different sections of the freshman seminar would attend the same event.

Scenario 4: Actually Active Listening

Our First Year Seminar course focuses on active learning and transferring knowledge. For example, instead of hearing a lecture on active learning, students are given tips through an active learning rubric. The lesson asks students to pair up and actively listen to each other. During each conversation the listener is recorded. Once both in the pair have had a chance to speak and listen, they use the rubric to score the recording of the listener. The pairs discuss the rubric score and are encouraged to have additional conversations to see if they can improve their active listening score. Students are then asked to keep an active listening journal for a week and write specific times, both in and out of the classroom, that they engage in active listening. Students write about what they did, how the conversation went, what active learning strategies they practiced, how they can continually improve as an active listener moving forward, and how active listening will help them personally and professionally.

Scenario 5: Orientation Collaboration

Orientation at our college is co-planned by Student Services and Academic Services. A collaborative team including the Director of Orientation, planned presenters (public safety, Title IX, etcetera), Peer Leaders, and expert active learning faculty collaborate on each presentation, so that they engage students actively and create memorable experiences that students can use to start college strong. Peer Leaders work with students throughout Orientation in small groups completing ice breakers and other activities to get to know each other. Peer Leaders reach out to their student Orientation team throughout the first year to see how things are going. Faculty present class simulations with small groups of students based on their major. Each simulation emphasizes how to study effectively, persistence, confidence building and and takes place in a typical setting for the major.

Scenario 6: Pathways Specific First Year Seminar

First Year Seminar courses are organized based on discipline and students choose the course based on their major. Faculty within the discipline teach the seminar after participating in extensive professional development designed to help faculty support students as they transition to college. The course concepts are all taught in relation to students' majors. Students think about time management for business, nurses, engineers, etc. The faculty member advises students not only in courses to completion, but also in job forecasts, internship possibilities, and resume building. Guest speakers include representatives from college resources, as well as professionals in the field.

Scenario 7: Developing a Cohort

The cohort feel for each pathway is created by administrators and faculty engaging with Career Services, Student Life and Leadership, First Year Experience, Advisement, and other college resources to create activities and events for students in the pathway. While any student is welcome to attend the events, targeted communication goes out to students in particular pathway. Deans host Visiting Scholars who represent professional

fields in particular pathways. Networking events bring in college alumni for an ice cream social to meet students interested in their field of study.

Scenario 8: Self Assessment

In developmental English courses, a significant part of the grade is based on students' progress towards their goals. In the first two weeks of the semester, faculty meet with each student to review strengths and areas for growth based on a pre-assessment. Students choose short-term goals with faculty support (examples below). At the mid-term, students bring evidence of their progress to a one-on-one conference. With guidance from the faculty member, students choose new goals for the second half of the semester. For their final conference, students compile a portfolio of their progress detailing their growth, struggles and triumphs. Grades are awarded based on the number of goals that students meet: A for meeting all goals, B for meeting some of the goals, C for not meeting but progressing on goals, and F for not completing work.

Examples of goals and strategies:

Use prewriting strategies

- Begin by brainstorming
- Group ideas together
- Write a topic sentence for each group

Read actively

- Annotate in my book, then organize the main points in my notebook
- Write down words I don't know and look them up
- Stop when I don't understand and think
- Make connections to what I already know and what I wonder about

Do my homework

- Keep all homework assignments in my agenda
- Write a daily schedule including time for work, family, travel, and homework (a little fun, too!)
- Check my agenda every day before I go home and plan my next steps

Scenario 9: Embedding Growth Mindset

All English 101 classes required their students to participate in *Growth Mindset for College Students*, which is a 30 minute online module designed to help students have a growth mindset. This program is from PERTS, Stanford University's research group that is trying to develop mindset interventions that work on a large scale. In the free module, students read and saw videos that show that the brain is malleable and changes as it learns. They learned specific behaviors that improve learning, including effective study habits. The module was interactive and required students to synthesize and write about what they learned about the brain and successful learning behaviors.

To participate in the program, the college signed up at

<https://www.perts.net/orientation/cg>. At first, some faculty were reluctant to add a requirement that was not tied to their curriculum. However, because the results of the program were supposed to increase retention and completion especially amongst first-generation and students of color, they were willing to try it.



Scenario 10: All College Read

The whole college reads *The Distance Between Us*, by Reyna Grande. Many classes read it as a part of the curriculum - from developmental English to Honors Sociology. The multicultural center hosts a book discussion that faculty, staff and students attend. In the college president's weekly message, she describes the impact that the book had on her work and invites others to join her in reading. In addition, there is a panel discussion where three students who immigrated to the US describe their own stories. Finally, the college invites the author to speak during an evening event. Students are given an assignment or extra credit to attend the talk, and many get their books signed by the author. The event is free and open to the public, so many students and faculty bring their families or friends.



Scenario 11: My Professor Knows My Name

On the first day of class, a faculty member shook hands with each student while she walked around and introduced herself. She used the class roster to take attendance, and make sure she was pronouncing each student's name correctly. She made note of

preferred names, pronouns, and pronunciations. One student came up to her after and said she was so happy that the faculty member made an effort to learn and use everyone's name. The student told a story about another professor who said, "I'm never going to be able to learn your names...so, sorry." The student never learned any of her classmates' names and grew increasingly frustrated with that class. She was really looking forward to this semester after the first day's experience.

Scenario 12: Reflecting on Advising

Through a collaboration between Advising and the faculty development center, faculty advisors and professional advisors formed a Reflective Practice Group (RPG) to meet and discuss their advising experiences. Each participant brought a dilemma they faced while working with students. A trained RPG facilitator created a trusting community where these professionals could be vulnerable and learn. Using structured protocols to guide the conversations, these advisors developed a shared sense of purpose and respect for the work that each other did. The structure forced them to refrain from giving suggestions, but instead actively listen and help the presenter question his/her assumptions and see the problem from a different angle. This practice was translated into their advising where they held their advice until the very end, and instead focused on understanding the student and asking questions to help him decide what to do next. In addition to improving their practice as advisors, participants in the RPG felt more connected to and supported by colleagues around campus.

